DOCUMENT RESUME

ED 044 230 24 RC 004 838

TITLE Development and Evaluation of Educational Materials on Mexican Americans. Final Report.
INSTITUTION B'nai B'rith, New York, N.Y. Anti-Defamation League.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-8-0752
PUB DATE Sep 70
GRANT OEG-0-8-080752-4686(010)
NOTE 13p.

EDRS PRICE EDRS Price MF-$0.25 HC-$0.75
DESCRIPTORS Changing Attitudes, *Cultural Awareness, Cultural Education, *Curriculum Enrichment, Developmental Programs, Educational Improvement, Films, Information Dissemination, *Instructional Materials, *Mexican Americans, Program Evaluation, Publications, *School Community Programs, Self Concept, Social Change

ABSTRACT

As an exploratory effort to introduce positive change in an ongoing educational process, this project had as its prime objective the development and distribution of educational materials which would inform students and the general community on the Mexican American and thereby increase understanding, reduce prejudice, and improve the self-image of the Mexican American. Three publications and 2 half-hour films were developed for this purpose. Companion objectives of the project were (1) to endeavor to integrate the publications into curricula and other educational processes of schools, (2) to reverse the self-fulfilling tendencies of low expectations for Mexican American students by enhancing self-esteem, (3) to make it possible for the teacher to understand the culture the child brings to the school, (4) to disseminate the publications and films to the general public, and (5) to evaluate an ongoing basis the impact of the materials on various audiences and to suggest directions for future efforts. According to the document, one can conclude that the purposes were accomplished. More important, however, the project has pointed out how little those people who work with the Mexican American know about his culture, his heritage, and the obstacles he faces. (EJ)

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FINAL REPORT

PROJECT NO. 8-0752
GRANT NO. OEG-0-8-080752-4686 (010)

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DEVELOPMENT AND EVALUATION OF EDUCATIONAL MATERIALS ON MEXICAN AMERICANS

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September, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
RESEARCH ANALYSIS AND ALLOCATION STAFF
BUREAU OF RESEARCH

RC 004838

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INTRODUCTION

This project was an exploratory effort to introduce positive change in an ongoing educational process. Its prime objective was to develop and distribute educational materials which would inform students and the general community on the Mexican American and thereby increase understanding, reduce prejudice, and at the same time improve the self-image of the Mexican American. Three publications and two half-hour films were developed and produced in order to foster insight into and understanding of the life styles and problems of Mexican Americans, as well as their cultural and economic contributions to this country.

COMPANION OBJECTIVES OF THE PROJECT

To endeavor to integrate the publications into curricula and other educational processes of schools, colleges, and public and private institutions.

To reverse the self-fulfilling tendencies of low expectations for Mexican American students through enhancing the self-esteem of members of this group.

To make it possible for the teacher to understand the culture which the child brings to the school, thus minimizing culture conflict and introducing and re-enforcing the concept of a pluralistic society.

To disseminate the publications and films to the general public.

To evaluate on an ongoing basis the impact of the materials on various audiences, and to suggest directions for future efforts.

As stated in the original proposal, precise evaluation of a project such as this would require a more elaborate effort. Therefore, the evaluation of this project, presented in three parts, is tentative. The first part describes the materials produced and includes the number and nature of the publications and the major film showings. This will give some indication of the degree to which the materials produced reached the various audiences for which they were designed. Second, classroom and community observation by educators, social workers, ADL staff, and others using the material provides the assessment of

its reception and of its impact on students and others. Third, conclusions are drawn regarding the degree to which further discussion, research, and follow-up activities are indicated by the findings.

Of particular interest is the relationship between the materials and

1) Providing knowledge to and changing attitudes of --

a) students on all levels towards Mexican Americans;

b) professional and community groups that deal directly with the Mexican American community;

c) Mexican Americans toward themselves.

The evaluation is immediate and short-range in line with the goals set for the project. It is hoped that additional long-range research and programs will be stimulated by this report.

MATERIALS AND THEIR DISTRIBUTION

Three publications were developed under the project:

1. "A Forgotten American: A resource Unit for Teachers on the Mexican American" (Luis F. Hernandez, author); date of publication: Sept. 15, 1969. Quantity distributed 8/25/70: almost 20,000. Available at all ADL Regional Offices.

   Objective: Designed to assist the teacher in presenting material on Mexican Americans to the class; to maximize the learning process through an understanding of the culture which the students bring to school.

2. "Mexican-Americans in the Southwest" (Ernesto Galarza, Herman Gallegos, Julian Samora); date of publication: March 6, 1970; Quantity distributed 8/25/70: nearly 12,000. Available at all ADL Regional Offices and at bookstores through McNally & Loftin Publishers, Santa Barbara, Calif.

Objective: Designed for college students, teachers and general audience to acquaint future teachers who will work in areas where there is a Mexican American population with the background and dynamics of this ethnic group; to provide sociological and psychological examination of the environment and life experience of the Mexican American; to serve as a reference for scholars as well as for libraries and other institutions.

3. "Mexican Americans: A Brief Look at Their History (Julian Nava); date of publication: May 19, 1970. Quantity distributed 8/25/70: 10,000. Available at all ADL Regional Offices.

Objective: Designed as a supplementary text for use in high and junior high school social studies classes, to replace some of the pages torn from American history; to have all students become more aware of the existence of the community and contributions of the Mexican Americans; to help develop in the Mexican American youngster a pride in his identity, a sense of belonging to this country and of having contributed to its development as a nation.

The authors, each a noted authority on Mexican American affairs, were selected following extensive individual interviews and consultations with representatives of the Mexican American community. ADL worked jointly with the authors, developed outlines for the publications, supervised format and design, and provided professional editing services.

Promotion and distribution of materials were as follows:

1. A special flyer on the materials on Mexican Americans was prepared for mass direct mailing distribution as well as for general distribution at conferences, workshops,

etc. The Anti-Defamation League used its ongoing professional promotional operation as well as supplementing distribution to specially selected groups. Direct mail notification was sent to a house list of some 15,000 teaching, supervising and administrative personnel in public and parochial schools, plus a list of 11,000 faculty members in social science departments on the higher education level. In addition,some 20,000 flyers were distributed through ADL regional offices, in particular those in Los Angeles, San Francisco, Denver, Dallas and Houston.

2. Review copies were sent to all major ethnic studies departments and to relevant organizational and professional journals. Key administrators in local school systems and Mexican American community organizations were provided with desk copies. A special presentation was made to all the members of the Los Angeles City Schools Mexican American Commission, to members of state Curriculum Commissions and to leaders of Mexican American advisory groups. Personalized presentations were also made in Colorado, Texas, Arizona, and throughout the Southwest generally.

3. During the course of the year, special displays of the materials were featured at the National Conference for the Social Studies in Houston, the Association for Supervision and Curriculum Development Conference in San Francisco and the California State Department of Education "Nuevas Vistas" Conference in Sacramento, as well as at more than 50 local school and community conferences. Press releases accompanied the

issuing of each publication. Special receptions were held in Los Angeles for Dr. Ernesto Galarza, chief consultant to the project, and in Denver and Albuquerque for Luis F. Hernandez, to highlight the release of their publications.

4. As each new ADL general catalog or promotional piece is developed, the Mexican American materials are featured. For example, the Anti-Defamation League Memo and Date Book is a "classic" in its field; more than 200,000 copies are distributed annually.

5. The ADL catalogs of publications and audio-visual materials receive nationwide distribution to national organizations, to educational journals and through the network of our regional offices to all school systems, colleges and universities, libraries and local and state educational and community agencies. The annual distribution of both the Publications and Audio-Visual catalogsis approximately 200,000 in number.

It should be noted that although the three publications were released during the past year, they have already served as educational tools in a large number of school systems, teacher-training institutes and in community agencies. For example: the Albuquerque Culture Awareness Center, which supervises the in-service training of teachers within the state of New Mexico, is using the publications in teacher workshops and institutes; the Montebello Unified School District, Montebello, California, with the cooperation of the UCLA Extension, designed and conducted an in-service course using the publication "A Forgotten American" as the text for the course; the Los Angeles school system plans to use the publication in a number of in-service programs; the Center for Educational Opportunity of Claremont College incorporated the publication "Forgotten American" into the curriculum.

Universities and colleges in California, Colorado, New Mexico and Texas

have ordered copies to use as texts or supplementary reading in all areas of urban sociology and Mexican American studies. Such organizations as Mexican American Opportunities Industrial Council, the Catholic School Conference in San Diego, the Southern California Librarians' Conference and the California State Curriculum Commission have ordered quantities of these publications for their staff.

Various consultants and organizations were involved in the preparation of these publications.

COMMUNITY CONSULTATION

The organizations involved were:

The Southwest Council of La Raza; Association of Mexican American Educators; California State Bureau of Intergroup Relations; National Educational Association-Western States; Southwest Cooperative Educational Laboratory; Southwest Regional Laboratory.

Among those consulted were:

Dr. Rudolph F. Acuna, California State College at Dominquez Hills

Frank Alderete, Teacher Corps, U.S.C.

Joseph Aquila, Director of Intergroup Education San Bernardino Schools, Calif.

Miss Polly Baca, The Southwest Council of La Raza

Maclovio Barraza, President, Southwest Council

Dean Bristline, Mexican American Affairs Unit, Office of Education

Dr. Ernest Galarza, author and lecturer

Herman Gallegos, executive director, Southwest Council of La Roza

Bryon W. Hansford, Colorado Commission of Education, Denver

Dr. Celia Heller, Hunter College, City University of N.Y.

Luis Hernandez, San Fernando Valley State College

Prof. Clark S. Knowlton, University of Texas, El Paso, Texas

Leo Lopez, Bureau of Community Services and Migrant Education; California State Department of Education

William J. McNally, Publisher, Editor, Santa Barbara, Calif.

Dr. Charles Molina, San Jose State College, California

Edward Moreno, President Association of Mexican-American Education

Armando Rodrigues, Director of Community Relations, Los Angeles, City Schools.

Dr. Julian Samora, Sociology Professor, University of Notre Dame

Jack A. Schlaefle, Program Director, KRMA, TV, Denver, Colorado

FILMS

Two one-half hour films were produced through the cooperation of the educational television station KQED, San Francisco and WNDT, New York. The contents of the documentaries were designed to dovetail into the form and content of the publications. The first film, "Mexican Americans: Quest for Equality," (28 minutes - black and white) blends historical information about the Mexican American with current realities of social crises and change. It was written and narrated by Dr. Ernesto Galarza, author and educator. Other participants are Jose Lopez, representing the Santa Clara Valley Skills Center, Armando Valdez of La Causa, and Polly Baca of the Southwest Council of La Raza. The second film, "Mexican Americans: An Historic Profile," (29 minutes - black and white) narrated by Maclovio Barraza, Chairman of the Board of the Southwest Council of La Raza, traces the history of the Mexican American and highlights the current mood in the Mexican American community.

To assure the widest possible distribution, the first film was promoted in several ways:

1. Copies of promotional mailings were sent to social studies and

audio-visual directors in all major school systems, and other specific audiences. With the help of the National Education Association and through ADL mailing lists, over 100,000 catalogs are now in circulation.

2. Group and individual previews included special showings at Nuevas Vistas and National Council for Social Studies conventions, plus film seminars in Los Angeles, San Francisco, Denver, and Houston for invited audiences of educators, community relations persons, church and civic leaders. In the Pacific Southwest Region alone between February and July, 1970, there have been more than 50 group showings of the Galarza film, primarily for teacher training.

The second film, just completed at the time of this report's writing, is to be promoted in similar fashion.

Example of Distribution - State of Texas

As an example of the kind of utilization of the film, "Mexican Americans: Quest for Equality," the film has been previewed by almost every major educational institution in the State of Texas as follows:

University of Texas, Austin
University of Texas, El Paso
Our Lady of the Lake College, San Antonio
Social Studies Section, Texas Education Agency, Austin
University of Houston, Department of Education

The publications are having wide acceptance not only with lay groups, but educational institutions as well. Some illustrations of users:

Dos Mundos School, A Bilingual Early School, Corpus Christi
Brooks County Independent School District, Falfurrias, Texas
El Paso Public Schools
Houston Independent School District
Harlindale Independent School District, San Antonio
University of Houston
Tarrent County Community Council, Ft. Worth
Mexican American Youth Organization
Catholic Diocese of Houston
Southwest Texas State University, San Marcos
Good Neighbor Commission of Texas, Austin
Edcouch-Elsa Independent School District, Edcouch, Texas
Texas Southern University, Houston

REACTIONS AND OBSERVATIONS

Overall reaction to the materials has been positive. "We are in dire need of materials that focus on the needs of the Mexican American students," to quote a consultant in the California State Department of Education, Office of Compensatory Education. Particularly positive was the reaction to the first pamphlet, the resource unit for teachers. Comments and reactions include:

"The copy of A Forgotten American is greatly appreciated by many in our Social Science Department. They were so pleased with the quality of the document as well as the source materials given...The sample copy of the booklet is also going to be reviewed by the Social Science Curriculum Committee of the Sequoia Unified High School District and then the San Mateo - Santa Clara County groups. They have all expressed an interest in your materials." - Counselor, Menlo-Atherton High School, Atherton, California.

"I am impressed by the tenor of this publication, the quality of the bibliography, and the absence of technical terminology in the content..; Congratulations upon having sponsored a publication which should prove to be of such value." - Coordinator, Division of Instructional Services, Los Angeles City Schools.

"An excellent piece of work...Planning to use it in a number of inservice programs." - Assistant Superintendent, Office of Urban Affairs, Los Angeles, City Schools.

"This publication and other works in progress are important steps in building bridges of understanding between our minority culture and those of the majority culture." - Chairman, Mexican American Education Commission, Los Angeles City Schools.

"I have read with considerable interest your publication, A Forgotten American by Luis F. Hernandez. This book has done much to clarify in its few pages an idea that I have harbored for a long time." - Chairman, High School Equivalency Program, Center for Educational Opportunity, Claremont College.

Although it is too early for formal reaction to the second of the films, the overall evaluation of the first film, "Mexican Americans Quest for Equality," is good. Sample reactions include:

"Shows struggle of Mexican American and need to retain Mexican American heritage...Well organized...Sound good...Color not important to it." - Oakland Public Schools.

"For Sociology classes...Fair in all categories." - Member, Human Relations Commission, San Francisco.

"Early pictures in film good...Doctor Galarza asked good questions...Materials, substance: good range covered...People need to see both films; they should be shown as series." - Southwest Council of La Raza.

"A much needed informative film." - Federal Projects Coordinator, Los Angeles City Public Library.

In addition to the written comments, ADL staff and others using the material report that its impact on school and community personnel has resulted in its use as the basis for seminars and course work. Honest and searching discussions in interracial and inter-ethnic grcups were reported following use of all of the materials, especially in ethnic studies programs (Claremont) and teacher workshops (Pomona); self-concept of Mexican-American participants was noted in the above, along with expressed attitude change of Anglo participants.

CONCLUSIONS

The purpose of Project Mexican American was essentially to make a contribution to the destruction of the syndrome of neglect affecting the Mexican American in the

United States. One can safely conclude that the purpose was accomplished, especially in view of budget limitations. However, the project's latent function is to point up the tremendous gaps still remaining if understanding and positive programming are to contribute to changes in custom for the treatment of Mexican Americans, especially in the school setting. Where the materials were used, these gaps narrowed and follow-up programs were noted. But more and more materials, accompanied by interpretation and inservice education, are needed if one is to enhance the esteem in which the Mexican American is held, as well as self-esteem within the Mexican American community itself. This project has pointed out dramatically how little those people who work within the Mexican American community know about his heritage, his culture, and the obstacles he faces and has tried to overcome. Particularly within the institutional frameworks, such as the school and law enforcement and social welfare agencies, is there a need (and a demand) for materials such as these and others focusing on the new militancy in the younger Chicago community. One of the gratifying aspects of this project has been the utilization of the materials in school systems and colleges in states where no appreciable numbers of Mexican Americans reside. As one college professor in New York State remarked: "I had never thought of the problem before. I have learned something important." As an exploratory effort to effect attitude change through printed and filmed materials, this project appears to have reached its goals.